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Editorial

THE REPORT OF THE COMMISSION ON COLLEGE ENTRANCE REQUIREMENTS

In this issue will be found the report of the Commission on College Entrance Requirements in Latin. We suspect that few teachers in the Middle West and South have taken much interest in the existence of the commission. For, as regards the colleges and universities in its own territory, the Middle West and South already have both uniform entrance requirements and a larger freedom than most teachers care to employ. The commission has recommended nothing which can change in any essential particular either the requirements or the freedom.

To state exactly the present situation as to uniformity would require more reading of catalogues than time permits. Institutions do differ, of course, in the number of years of Latin which they require for entrance. In other respects we believe that the West and the South have uniformity. That is, we believe that in the whole territory of the Association of the Middle West and South there is not one institution which admits solely, or even largely, on examination; and that there is not one which will not admit without condition on a certificate that the candidate has read four books of Caesar, six orations of Cicero, and six books of Vergil, with the proper amount of prose composition. In the East we believe that the same is true for a majority of the institutions, though the number of students admitted on examination is greater. We are told that only four universities admit solely on examination. If so, these four are responsible for the whole agitation for uniformity, though a few other institutions present slight peculiarities, perhaps to show that they, too, are strong enough to defy public opinion. Each of the four has its own ideas

of what an entrance examination should be, and each is so strong that it dares to insist on its own ideas, at whatever cost of inconvenience to secondary teachers. This lack of uniformity, though less in extent and degree than might be supposed from the the outcry against it, is a genuine evil. We are all to be congratulated on the probability that it may now disappear.

Since all teachers were ready to vote for uniformity, it evidently seemed a pity not to let them vote for something else at the same time. So each framer of resolutions, except in the Association of the Middle West and South, added other demands, according to his taste. We believe that the action of the commission in regard to them will commend itself to all but the extreme partisans of each panacea. So far as freedom of choice of authors is concerned, while the catalogues may not always show it, we believe that in practice every college and university in the West and South is already entirely willing to accept for entrance anything recommended in the report, with the possible exception of Cicero's *De senectute*. In the East the situation is almost the same. The number of institutions which stand in the way of freedom of choice is even smaller than of those which prevent uniformity. We do not believe, however, that the majority of teachers desire this freedom of substitution, or that they will make much greater use of it in the future than in the past; and we think the commission acted wisely in limiting as it did the field from which selection may be made.

To sum up: The universal adoption of these requirements will mean for the Middle West and South that in the future as in the past the usual four years' course will consist of a beginners' book, four books of Caesar, six orations of Cicero, six books of Vergil, with exercises in prose composition throughout the entire course. In the future as in the past certain substitutions may be made for parts of the reading. But the limits within which these substitutions may be made will be set definitely, and the possibility of making them will be stated more clearly than at present. The teacher will be urged to train for power to translate at sight. Any good student who has taken only the regular Latin course in any good western or southern school will be able, without special preparation or further reading, to meet the entrance tests for any institution in the country.

THE ANTECEDENTS OF THE COMMISSION'S REPORT

BY JOHN C. KIRTLAND
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I have been asked to write an account of the movement which culminated in the establishment of the Commission on College Entrance Requirements in Latin, whose report is printed in this number of the *Journal*. It might be supposed that to do this would involve a history of human thought, or at least of secondary education in America. As a matter of fact, however, the movement had a deliberate beginning and has advanced by conscious stages to a definite end. It should be said, in the first place, that a reduction in college-entrance requirements was not this end. About this there has been some confusion, and those unacquainted with the facts have even supposed Mr. Wilson Farrand to be an apostle of the reform of the Latin requirements. Now, what Mr. Farrand is concerned about is a reduction in the aggregate amount of the requirements in all subjects.¹ He believes that students would be better prepared for college if less were required. It is true that he advocates the limitation of the examinations in Latin composition, so called, to "exercises designed to illustrate commonly used grammatical principles," and here surely most teachers of Latin will agree with him. Perhaps one may believe, too, that if fewer subjects were required by the colleges, the schools would give Latin the time which the subject deserves and needs. Finally, the demand that the examinations in Latin be made qualitative rather than quantitative is entirely in accord with Mr. Farrand's general contention. Granting all this, it is still necessary to insist that the agitation for reduction in the amount of the prescribed reading in Latin has had no connection with the agitation for a reduction in the entrance requirements. The commission and those who prepared the way for its creation stand, not for less Latin in the schools and smaller entrance requirements in Latin,

¹ See his article in the *Educational Review* for January, 1906, and his paper in the *Report of the New England Association of Colleges and Preparatory Schools* for 1907.

but for broader examinations that shall call for sounder methods of preparation and larger results.

In an address before the New York Latin Club,¹ February 27, 1904, Professor Nelson G. McCrea, of Columbia University, cited the results of the examinations held by the College Entrance Examination Board as proof that all was not well with Latin, and declared his conviction that there was "a partially erroneous conception of the proper function of an entrance examination in Latin." What he called his cardinal proposition embodies a truth too often disregarded by teachers and examiners. It is this: "The function of the preparatory teaching of Latin is wholly linguistic, not culture-historical." I cannot now follow Professor McCrea through all the steps of his argument, nor is it necessary, since our immediate interest is with his proposal for a revision of entrance requirements. On this point also I will quote his exact words:

We must revise our present entrance requirement, not because it sets too high a standard, but because, by the terms in which it is formulated, the weight of emphasis is made to fall on precisely the wrong thing, on the prescribed work. Let us read no less, perhaps more, than at present, but let us prescribe only three orations of Cicero instead of six, and instead of six books of Vergil, three only. This amount should be handled minutely, from the standpoint of language alone, in every possible aspect, from the observation of the mere forms of words up to the study of the rhetorical effectiveness of the phrasing.

Later, in 1906, at the Classical Conference in Philadelphia, Professor McCrea said² that he was now inclined to favor the prescription of only one oration of Cicero and one book of Vergil, throwing the stress in the examination for admission to college upon sight-translation.

In the meantime the present writer had treated the whole subject of the Latin requirements³ in the Classics Conference at the Asbury Park meeting of the National Education Association in 1905. Two things were especially emphasized: "The choice of authors and the choice between different parts of the works of each, together with the order in which they are to be read, should be left largely or wholly to the schools;" and "The test that will most surely discover the candi-

¹ Printed in the *Educational Review* for June, 1904.

² See the *Latin Leaflet* of March 11, 1907.

³ See the *School Review* for December, 1905.

date's preparedness or unpreparedness for college and at the same time do least violence to the ideals of the schools is the sight-examination." I would not have it supposed that I think there was anything novel in these theses or in the arguments with which I supported them. Doubtless the question of the prescription of reading has been debated, in some form, from time immemorial; and my own memory does not go back to a time when examinations in translation at sight were not used in one section of this country and were not prevalent in other countries. There was now, however, a strong feeling that the diversity of the Latin requirements of different colleges needlessly complicated and demoralized the work of the great preparatory schools, and this feeling gave greater significance and general interest to any suggestion looking to changed conditions.

So far there had been nothing but talk. The step which I had in mind in speaking of the deliberate beginning of the movement was taken by Mr. Charles S. Knox, of St. Paul's School, Concord, N. H., who kept urging that it was necessary to act, if the suggestions were to accomplish anything. Finally he asked me to join him in drawing up a resolution, which he offered, in 1907, at the annual meetings of the Conference of Masters of Church Schools, the New England Association of Colleges and Preparatory Schools, and the Classical Association of New Hampshire. This resolution ran thus:

WHEREAS, The lack of uniformity in the college-entrance examinations in Latin lays an unnecessary burden upon the schools, by compelling the division of classes and increased labor of teachers, with a confusion that is wasteful and ineffective, and

WHEREAS, The large amount of prescribed literature upon which candidates for college must be prepared hampers the freedom of the schools in choice of authors, works, and time of reading, and prevents the development of courses of study suited to their individual needs,

Resolved, That this Association petition the universities and colleges of America, first, to come to some agreement upon uniform requirements for the college-entrance examinations in Latin, expressed in the same terms; and, second, to prescribe much smaller portions of the literature as basis of the set, or prescribed, examinations than are now required by some of our universities, testing the power to read the language by simple examinations at sight, and thus leaving to the schools the choice of the major part of the reading to be done by their students.

The Conference of Masters of Church Schools referred the resolution to a committee composed of the head-masters of Groton School

and St. Mark's School and the rector of St. Paul's School (Dr. Endicott Peabody, Dr. William G. Thayer, Dr. Henry Ferguson), who in the following March addressed a letter to the officers of the Classical Association of New England, indorsing the substance of the resolution and expressing their sense of the urgent importance of greater uniformity in Latin requirements to schools preparing for several colleges. The New England Association of Colleges and Preparatory Schools referred the resolution to a large and representative committee which had been constituted to consider Mr. Farrand's proposals. This committee made an interim report in 1908, in which it declared its sympathy with Mr. Knox's resolution. The committee is still engaged in the consideration of the whole field of entrance requirements; it is expected that it will approve the definitions of Latin requirements framed by the commission and recommend their acceptance by the New England colleges. The Classical Association of New Hampshire adopted Mr. Knox's resolution, and appointed the mover, with Professor Frank Gardner Moore, then of Dartmouth College, and John C. Kirtland to bring the matter before the Classical Association of New England.

At the meeting of the American Philological Association at Chicago in 1907 the following resolution was adopted, on the motion of Professor M. S. Slaughter, of the University of Wisconsin:

WHEREAS, In at least one section of the country a movement has been set on foot to promote uniformity in the classical requirements for entrance to college;

Resolved, That the American Philological Association express its sympathetic interest in the effort to bring about so desirable a result, and that it lend all aid in its power to secure the establishment of uniform college entrance requirements in the classics, (a) expressed in identical terms; (b) providing variety by announcement of the texts prescribed for the next four or five years severally, if practicable; (c) securing greater freedom for the schools by increased emphasis upon translation at sight.

At its first meeting, March 9, 1908, the Eastern Massachusetts Classical Association adopted by unanimous vote a resolution offered by Mr. George H. Browne, of the Browne and Nichols School, Cambridge, pledging support to the Classical Association of New Hampshire in its efforts to secure action by the parent organization. Professor Frank Gardner Moore presented the subject to the Classical Association of New England at its meeting the next month, and it

was voted unanimously to "request the American Philological Association to appoint a commission to formulate classical entrance requirements in accordance with the resolution adopted by that Association at its last annual meeting, held in Chicago, December, 1907." The Classical Association of the Middle States and Maryland (now called the Classical Association of the Atlantic States) and the Classical Association of the Middle West and South were invited to join in this petition, and Professor Frank E. Woodruff, of Bowdoin College, Professor H. de F. Smith, of Amherst College, and John C. Kirtland were appointed to execute the plan.

Believing that it could undertake its task with better hope of success if the discussion should be centered upon one language at a time, the committee naturally chose to begin with Latin, inasmuch as the Greek requirements affect a much smaller number of students and are less diversified. It communicated the invitation of the Association of New England to the two sister Associations, and both promptly took favorable action. The Association of the Middle West and South appointed Professor William Gardner Hale, of the University of Chicago, Mr. Maynard M. Hart, of the William McKinley High School, St. Louis, and Dr. J. J. Schlicher, of the State Normal School, Terre Haute, Ind., to co-operate in the movement, instructing them "to favor the general policy of seeking the establishment of uniformity of college-entrance requirements in the classics expressed in identical terms," but not to commit themselves to sections (b) and (c) of the resolution adopted by the American Philological Association (see p. 150). The Association of the Middle States and Maryland adopted, with but a single dissenting vote, the following resolutions, presented by Professor Charles Knapp, of Columbia University, and Professor Thomas Fitz-Hugh, of the University of Virginia:

Resolved, That the Classical Association of the Middle States and Maryland heartily indorse the resolutions transmitted to the Association from the Classical Association of New England.

Resolved, That in the opinion of the Classical Association of the Middle States and Maryland the most effective method of furthering the spirit of the resolutions transmitted to this Association by the Classical Association of New England would be the adoption of the following specific plan of entrance examinations:

1. The requirements for admission to college in Latin shall be:

- a) a thorough knowledge of the forms and inflections of Latin;
 - b) a thorough knowledge of the chief principles of Latin syntax;
 - c) a thorough knowledge of a vocabulary of 2,000 Latin words and their English equivalents;
 - d) the ability to scan the Latin hexameter.
2. The primary intent of entrance examinations in Latin shall be to test the candidate's knowledge of Latin and his ability to make use of that knowledge. To that end the entrance examinations in Latin shall be divided into four parts:
- a) Prose composition (Latin writing in prose). This examination shall be in two parts: the first part shall consist of detached sentences requiring knowledge of Latin forms and exemplifying the principles of Latin syntax; the second of a short passage of easy narrative, designed to test the ability of the candidate to write Latin consecutively.
 - b) A short passage of moderate difficulty from some Latin prose author, to be translated and explained at sight.
 - c) A short passage of moderate difficulty from some Latin poet, to be translated and explained at sight.
 - d) A special examination on a particular prescribed portion of Latin literature, of limited extent (1,500 lines, more or less, prose or verse), e. g., *De bello Gallico* vii, *Aeneid* iv or vi.

In all sight-examinations the meanings of Latin words in the passages set not contained in the select list of 2,000 Latin words, or of the English words in the passages set for translation into Latin not readily translatable by the Latin words in the select list of 2,000 Latin words, shall be given in footnotes on the examination paper; the candidate will therefore be expected to translate with substantial accuracy and into good English, and no allowance will be made for ignorance of the meanings of words or for slovenly English.

Professor McCrea had four years earlier, in 1904, recommended the use of a list of selected Latin words, the learning of which should be considered an essential part of the preparation for college. Doubtless he had in mind Professor Lodge's projected *Vocabulary of High School Latin*, the appearance of which, in 1907, gave impetus and direction to the sentiment that schools and examiners should reach some agreement as to what Latin words a candidate for admission to college might fairly be expected to know. The proposal to make a fixed vocabulary one of the entrance requirements was advocated by Professor Harry Thurston Peck in the *Educational Review* for April, 1908, and by Professor Knapp in the *School Review* for October, 1908, and in the *Educational Review* for November, 1908. It was attacked by Mr. George H. Browne (himself the compiler of a *Latin Word-List*) in the *School Review* for January, 1909, and by

Dr. John Tetlow in a paper read before the Eastern Massachusetts Classical Association last winter and printed in the *Classical Journal* for November, 1909. The Council of Ancient Languages of the High and Latin Schools of Boston in December, 1908, approved, with some slight modifications, the plan proposed by the Association of the Middle States and Maryland. "It was the unanimous opinion of the Council that questions of syntax should not be given on words in the sight passages, and that a paper very difficult in itself was not so fair a test as a paper of moderate difficulty strictly marked."

The College Entrance Examination Board recognized the reasonableness of the demand for greater uniformity in Latin requirements in a vote passed in November, 1908, referring the question of the revision of the board's definitions of the requirements to its Committee of Review. In March, 1909, the Committee of Review decided that it would be unwise to set two plans on foot, and postponed consideration of the matter until the commission should have had time to act. The committee voted at the same time to express to the commission "its sense of the desirability of uniform requirements in Latin and of a reduction in the number of examinations."

The report of the commission brings the account of the movement down to date, but there is room for a word of explanation regarding the constitution of the commission. The Classical Association of New England asked that both colleges and schools should be represented, and the Classical Association of the Middle West and South that the commission should represent the three classical associations. One of these was given a larger representation than the others in view of the greater extent of its territory and its larger membership. My references to articles on the subject of the reform will be complete, I believe, if I mention that of Dr. DeForest in the September *Educational Review* ("College Requirements in Latin and the School Curriculum").

This minute and solemn history may seem ridiculously out of proportion to the importance of the events narrated. I can only say, by way of excuse, that these events constitute the warrant for the commission's action, and that the records have been brought together here for the sake of their cumulative force. It is no part of my present purpose to discuss the recommendations of the commission. I would

only call attention, in conclusion, to the fact that the new definitions of the requirements satisfy the two chief demands of the reformers. They offer to the schools a large measure of freedom in the choice of reading, and they establish a form of examination that should invite correct methods of teaching. Absolute uniformity might have been advanced by a more complete and precise statement of certain particulars, but regarding these there were differences of opinion not easily reconciled, and the commission felt that any uniformity was unattainable unless it could go to the colleges with a united front. The continuance of the commission offers promise of ultimate agreement in the minor matters left inchoate in this first report. I see no reason why the proposed definitions should not be used by the colleges in the meantime, without the slightest subtraction and with only such additions as accord with the commission's clear intention to leave certain questions of detail for the determination of the individual institutions. There is surely no longer any need to present the arguments for uniformity in the Latin requirements, and practical uniformity can now be reached by the adoption of these definitions, upon which representatives of colleges and schools in all parts of the country have agreed.

REPORT OF THE COMMISSION ON COLLEGE ENTRANCE REQUIREMENTS IN LATIN¹

At its annual meeting in 1908 the American Philological Association, acting upon petitions from the Classical Association of New England, the Classical Association of the Atlantic States, and the Classical Association of the Middle West and South, passed this vote:

Resolved, That there be constituted under the authority of this Association a commission of fifteen members on college entrance requirements in Latin, to formulate definitions of such requirements and to further the adoption of these definitions by our colleges and universities, in the interest of that uniformity toward the attainment of which this Association in the vote of December 28, 1907, promised to "lend all aid in its power."

Resolved, That the members of this Association who are present as representatives of the classical associations of New England, the Atlantic States, and the Middle West and South be constituted a committee to select the commission named above; further, that this commission shall consist of four members each, two representing colleges and two representing secondary schools, from the classical associations of New England and the Atlantic States, and seven members from the Classical Association of the Middle West and South, four representing colleges and three representing secondary schools, and shall include the committee of selection.

The committee charged with the selection of the commission, W. G. Hale, J. C. Kirtland, and Gonzalez Lodge, asked the Latin departments of certain universities to designate representatives and left to the three classical associations the choice of the members to represent secondary schools. The committee deemed it important that four universities which admit students only on examination, two within the territory of the Classical Association of New England and two within the territory of the Classical Association of the Atlantic States, should be represented on the commission, and thus made up the complement of college representatives allowed to these associations by the vote establishing the commission; in the case of the Classical Association of the Middle West and South, institutions in different parts of its territory were selected. As finally constituted, the commission consists of the following members:

¹ Accepted by the American Philological Association December 30, 1909.

Walter Dennison, University of Michigan (secretary).
 W. G. Hale, The University of Chicago.
 M. M. Hart, William McKinley High School, St. Louis.
 J. W. D. Ingersoll, Yale University.
 J. C. Kirtland, Phillips Exeter Academy (chairman).
 Gonzalez Lodge, Teachers College, Columbia University.
 D. W. Lothman, East High School, Cleveland.
 B. W. Mitchell, Central High School, Philadelphia.
 C. H. Moore, Harvard University.
 F. P. Moulton, Hartford High School.
 J. J. Schlicher, State Normal School, Terre Haute.
 R. B. Steele, Vanderbilt University.
 D. R. Stuart, Princeton University.
 William Tappan, Jefferson School, Baltimore.
 A. T. Walker, University of Kansas.

As soon as all the members had been appointed, a chairman was elected. He submitted to the members interrogatories covering all the matters that had been proposed for the consideration of the commission and such others as are involved in the demand for uniform requirements and uniform examinations, and they sent their answers, with the arguments with which they supported their opinions, to their colleagues. This preliminary discussion prepared the way for the meeting of the commission, which was held in Cleveland on October 29 and 30, 1909. All members were present at every session, and the following definitions of college entrance requirements in Latin were adopted by unanimous votes:

I. AMOUNT AND RANGE OF THE READING REQUIRED

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less *in amount* than Caesar, *Gallic War*, i-iv: Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, *Aeneid*, i-vi.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Caesar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, and *De senectute*) and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Aeneid*), and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. SUBJECTS AND SCOPE OF THE EXAMINATIONS

1. *Translation at sight*.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of

the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed reading.*—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, *Aeneid*, i, ii, and either iv or vi at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will be not given credit for either part.

3. *Grammar and composition.*—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

NOTE.—The examinations in grammar and composition may be either in separate papers or combined with other parts of the Latin examination, at the option of each individual institution; and nothing in any of the above definitions of the requirements shall be taken to prevent any college from asking questions on the grammar, prosody, or subject-matter of any of the passages set for translation, if it so desires.

SUGGESTIONS CONCERNING PREPARATION

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The schoolwork in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the

Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Increased stress upon translation at sight in entrance examinations is not recommended solely upon the ground of the merits of this test of the training and the ability of the candidate for admission to college. Two other considerations had great weight with the commission: the desirability of leaving the schools free to choose, within reasonable limits, the Latin to be read by their students; and the possibility of encouraging students and teachers alike to look upon the schoolwork as directed toward the mastery of the laws of language and the learning to read Latin, rather than the passing of examinations of known content, a superficial knowledge of which may be gained by means unprofitable in themselves and in their effect upon the student's habits even vicious. The commission is supported in this recommendation by resolutions passed by the American Philological Association, the Classical Association of New England, the Classical Association of the Atlantic States, and various smaller organizations of teachers. Moreover, the recommendation is in line with the practice of other countries and the present tendency in our own country.

The adoption by the colleges of the definitions of requirements formulated by the commission will not necessitate any change in the reading of the schools, and there is no reason to believe that the usual course of four books of the *Gallic War*, six orations of Cicero, and six books of the *Aeneid* will be at once generally abandoned or greatly modified. The course of study is not so likely to change as the methods of study. The commission feels, however, that it is wise to open the way for a wider range of reading, and that the schools should have the right to select the material to be read, the colleges contenting themselves with evidence that the reading has been so done as to furnish the right sort of training and the necessary preparation for their work. A flexible course of reading has many advantages. A change may be made when an author or style becomes wearisome or has grown so familiar that the change makes for a maximum of accomplishment, and the student who must repeat a year's work

will generally do better if he has new reading. Besides, all authors and works are not equally suitable for all schools; difference in age and grasp should be taken into account, and students usually read with most interest and profit that to which their teachers come with most enthusiasm. The teacher, too, should have some incentive to increase his own familiarity with the literature.

It will be noticed that the amount of reading has not been diminished from the requirements now in force. The colleges which admit students on certificates from the schools will have no difficulty in exacting this amount, and experience shows that the substitution of sight-examinations for examinations in prescribed work has a tendency to increase rather than reduce the amount of reading. It will be noticed, also, that the choice of reading has not been left entirely to the schools. In addition to the more definite prescription of works for examination, the requirements limit the reading in school to certain works not usually read in colleges. Only schools which read more than the required amount will be free to go beyond these bounds.

The commission has prescribed for examination portions of the reading intended for the last two years of the school course only, inasmuch as students usually take the entrance examinations at the ends of these years. It is expected that colleges which require only two years of Latin for entrance, or accept so much as a complete preparatory course, will set examinations in translation at sight rather than prescribe any portion of the reading.

The commission was instructed by the American Philological Association not only to formulate definitions of the college entrance requirements in Latin, but also to further the adoption of these definitions by the colleges and universities of the country, in the interest of uniformity. A vote passed by the Philological Association in 1907 indorsed the demand that the requirements of different institutions should be expressed in identical terms, and this vote was approved in the subsequent action of the classical associations. The commission therefore respectfully petitions the authorities of colleges and universities to adopt, without material alteration, the definitions of requirements formulated by it. When uniformity has once been established, it will be easy to correct these definitions or change the

requirements themselves by concerted action, if they are found, after sufficient trial, to be unsatisfactory. The commission has not attempted to make full definition of the requirements or a complete plan of examination. Although it has confined its recommendations almost entirely to the requirements and examinations in reading, it believes it has made possible the removal of most of the vexations attending the present variety in the Latin requirements.

The commission voted on December 28 to ask colleges adopting the definitions of requirements proposed by it to announce their action before the beginning of the next school year, and to hold the first examinations under the new plan in 1911.

QUINTILIAN AGAIN

BY ROY K. HACK
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In the February number of this *Journal* a most interesting and instructive paper was printed on the subject "An Ancient Schoolmaster's Message to the Present-Day Teachers." I agree so thoroughly with the greater part of what Mr. Bennett said that I regret all the more his apparent misinterpretation of a certain very important passage: important, because on it Mr. Bennett has constructed an eloquent criticism of American teaching during the last twenty years.

He quotes Quintilian, Book I, chap. 4, section 22: "Nomina declinare et verba imprimis pueri sciant, neque enim aliter pervenire ad intellectum sequentium possunt; etc." With this text he proceeds:

Has not Quintilian admirably diagnosed the difficulty that has beset us here in America for the last score of years? Have we not been attempting to make pupils understand continuous Latin before mastering the elements that compose it? Have we not been guilty of an ostentatious haste, beginning where we ought to end? . . . Certainly, if to Roman boys such grammatical study was a necessary preliminary to an effective mastery of their native tongue, to modern boys the necessity is *a fortiori* vastly greater. As to the educative value of grammar in general, Quintilian boldly vindicates it from being the dry and profitless study that it is often alleged to be."

In this last sentence, Mr. Bennett writes as if his own definition of grammar and Quintilian's of "grammaticæ" were identical, whereas they are radically different. For Mr. Bennett, grammar is a science, of which, in the case of Latin, he can present the essential facts in some 250 pages; for Quintilian, grammar consisted of two parts, the art of speaking and writing ("recte loquendi scientia, scribendi ratio"), and interpretation of the poets, along with textual and literary criticism ("poetarum enarratio, emendata lectio, iudicium"). This point of definition may gain in clarity if we first

compare the writings of the early Humanists with Quintilian; they agree closely. In the subsequent centuries, men have laid increasing stress on the formal and deductive side of the concept, so that we have reached our present point of view.

This leads to the second phrase in Mr. Bennett's commentary which seems to me wholly unjustified by Quintilian's text. Where does Quintilian say that "pupils should master the elements that compose continuous Latin" before they be made to understand continuous Latin? Nowhere: on the contrary, both Quintilian and common-sense enforce the simple truth—so widely known, so widely disregarded—that Roman boys did in very fact understand "continuous Latin" before they made a "determined, decisive attack on the paradigms." Were Roman boys, unlike all others, dumb, "expertes sermonis," until they were dragged to school by the pedagogue? Probably not. If we examine Quintilian a little more carefully, we shall be able to make out his scheme for elementary instruction in foreign languages.

In the first place, he draws no distinction whatever between the learning of Latin and of Greek. Notice his words (Book VIII, 4, 1): "Primus in eo qui scribendi legendique adeptus erit facultatem, grammaticis est locus. Nec refert, de Graeco an de Latino loquar, quanquam Graecum esse priorem placet. Utrique eadem via est." It is obvious that "beginning Greek first" refers to systematic study. He gives his reasons in Book I, 1, 12. "A sermone Graeco puerum incipere malo, quia Latinum, qui pluribus in usu est, vel nobis nolentibus perbibet; simul quia disciplinis quoque Graecis prius instituendus est, unde et nostrae fluxerunt." But the point is, that Greek, a foreign language, is to be learned in exactly the same way as Latin, the native tongue. This is Quintilian's solution of the "burning problem" of the teaching of elementary Latin and Greek. He insists on the training of the ear as well as of the eye. One of the salient features of Quintilian's discipline is the attention paid to good habits of speech from infancy. "Ante omnia ne sit vitiosus sermo nutricibus. . . . Has primum audiet puer, harum verba effingere imitando conabitur."

If we remember this, it is easy to see the true bearing and importance of his advice about grinding gerunds. Up to a certain point,

the child learns by imitation and the ear only. He knows, comparatively speaking, a good deal of Latin. But his knowledge needs to be systematized; to be rendered more compact and reasonable to his growing intelligence; "ergo," says Quintilian, "nomina declinare et verba imprimis pueri sciant."

Turn to the eighth chapter of Book I: we see clearly how important oral work continued to be. The boys must learn to read aloud well ("lectio"); and their vocabulary is to be increased by hearing the master read passages aloud with some explanation (Book I, 8, 15). Side by side with oral we find written work required. The fables of Aesop had to be retold and paraphrased, first orally, then in writing. Later, simple themes had to be written, "ad augendam eloquentiam." This sort of free composition played a large part in rhetorical training. Clearness was the indispensable quality of these essays. Their minds were stored with passages from the best authors, which, once learned by heart, formed an inexhaustible treasury.

Why is it that we have drifted so far from this human and direct method of teaching Latin and Greek? If we desire to conserve in the United States the form and essence of liberal education, we must by our instruction make Greek and Latin live again in the minds of our pupils. Two thousand word vocabularies and mere paradigm learning will not accomplish our purpose. Nor is the intelligent use of oral method an untried innovation; Roman teachers taught this way, and their boys learned the Greek language and absorbed its culture; Renaissance teachers taught this way, and rescued the western world from the inhuman lethargy which followed the loss of Greek. Even today, we are not without examples of the success of oral methods. Look at the Reform-Gymnasien in Germany; and study the work of such English schools as the Perse Grammar School of Cambridge. Much of the opposition to the study of the classics is due to the fact that, as they are now taught in most of our schools, six or seven years of work are not attended by any proportionate attainment. This loss of time is avoidable; for an average boy can learn in a year sufficient Greek to read the *Apology* of Socrates, and that too in lessons of three-quarters of an hour per day. Language, so studied, develops not only the memory and the logical faculties, but also the imagination. "Reading maketh a Full Man; Conference

a Ready Man; and Writing an Exact Man." I advocate reading and conference; yet I would not diminish the importance of writing. A careful study of Quintilian and of such Humanists as Maffeo Vegio and Vittorino da Feltre would go far to dissipate any prejudice against their methods and ideals in education. Let us, as Professor Mahaffy urges, "teach all languages as living vehicles of human expression."

THE TRANSLATION OF LATIN

BY H. C. NUTTING
University of California

Teachers of classics have much to learn from the criticism now being meted out so unsparingly, and there can be no doubt that the present agitation will result in increased effectiveness of teaching and improved methods of work. At the same time it must be said that a considerable part of this criticism is either ill-founded or inspired by ulterior motives. We are far too much at the mercy of the theoretical pedagogical expert who, though he may change his views from time to time, yet ever labors under the impression that the world is doomed to immediate destruction unless the existing order of things, no matter how tried and proved, is at once thrown over in favor of his latest educational theory. And we should be content to hear but little from the scientist who perhaps does not love Latin less, but who certainly loves science more, and who would displace anything from the curriculum to make room for another science.

Strange, indeed, are the processes of reasoning of many of those who have much fault to find with classical training. Thus it is a simple matter to show, on the basis of the presidents' reports of our larger colleges and universities, that the student whose training has included Greek and Latin maintains most consistently a high grade of scholarship—a fact which, of course, does not prove that training in Greek and Latin is indispensable to the highest scholarship, but which certainly should create the presumption in a mind unprejudiced that the study of the classics is a help rather than a hindrance in the matter of scholarly development; and yet, unless my memory deceives me, a scientist has been found who does not hesitate to affirm boldly that the good results claimed for classical training are really nil, and who actually in all seriousness proposes an impossible test (namely that of isolating students and treating them as laboratory specimens) to determine the truth of the matter in question. Strange to say, in his hostile zeal, he has failed to note that among the purely scientific

students he already has a practically isolated non-classical group. And until the grade of scholarship in this group outranks that of the classical group it appears to me that the all-scientist might with profit apply to his own subjects the tests he is all too willing to recommend to others as a means of demonstrating their right to existence. My soul is weary of the supineness of the classical teacher who, despite his high commission, allows himself to be continually crowded to the wall, accepting meekly all buffetings, undeserved as well as deserved.

The matter of translation is another case in point. How often one hears the claim that the "translation habit" means ruin to one's power of English expression; and how often, in the face of such a claim, the teacher of classics bows his head and sadly murmurs, "Too true, too true." And yet I have still to hear any adequate argument in support of such a criticism. Ask any college professor of English who is in intimate touch with Freshmen whether the classically trained students show any damage to their power of English expression; if he is candid, he will tell you that the classically trained students write far better English than those trained exclusively in other subjects. The story is everywhere the same. I have before me the report of a committee which examined in the subject of English expression students already matriculated in a large American university. This examination was a part of the regular university routine, and was not undertaken for the purpose of collecting data. The committee consisted of five members, two from the department of English, two from the department of mathematics, and one from the department of Latin. The examination was given *en masse*, but in the tabulated report the results were sifted out and arranged according to the college in which the students were enrolled. The total number taking the examination was 752, the results, according to college (and therefore according to previous preparation), being as shown in table on opposite page. Of course, such figures do not prove that training in Greek and Latin is an indispensable prerequisite to ability in English expression. That I do not claim. But on the other hand, I do maintain that the burden of proof clearly lies, not with the teacher of classics, but with the critic who asserts that the translation of Greek and Latin is detrimental to the student's power

of English expression. Every fair-minded person uninfluenced by special interests must concede this point.

And yet, as I have already said above, the teacher of classics too often seems unconscious of the strength of his position, and weakly capitulates to an aggressive opponent, instead of turning the tables and bringing him to an abrupt halt by demanding the proof of his assertions. Indeed, some teachers of classics go farther than this, even to the point of joining forces with the critics. Thus in a personal letter a prominent professor of Latin, in speaking of the effect on English expression of the crude translations occasionally heard in the classroom, concludes the whole matter with this aphorism, "He who

Required	Number Taking Examination	Percentage Passed
Greek and Latin.....	39	92
2 or 4 years of preparatory Latin (largely the latter chosen)	282	82
2 or 4 years of preparatory Latin (the latter little chosen)	{ 89 59	76 76
No Greek or Latin.....	13	69
No Greek or Latin.....	107	69
No Greek or Latin.....	58	67
No Greek or Latin.....	66	61
No Greek or Latin.....	39	54
Total.....	752	Average 75

touches pitch is defiled." That sounds conclusive, perhaps. But is crude translation English like pitch? Does it *stick*? I think not. At any rate, I have yet to meet the classically trained student whose experience in translation to any appreciable extent colors undesirably his ordinary style of English expression. I hear no one saying, "I fear lest this example be wrong," "A mistake will be for a detriment to me in the examinations," "John said himself to be about to go to the postoffice," etc. I dislike this sort of translation as much as anyone, but not because it injures the student's power of English expression; for that I do not believe. On the contrary, I am inclined to think that the struggle which results in even such broken English is beneficial to students deficient in the power of verbal expression. Under the direction of a careful and patient teacher

such crudities will in time give way to better forms, with large gain to the student in the matter of English expression.

My reason for dissatisfaction with crude translation is that its advantages are less than those of finished translation. Here I am ready to admit that the teacher of classics does not always measure up to his opportunity. In so saying I do not mean that a student should be expected to rival the grace and beauty of diction of a Tennyson or that he should be required to recast a half-page of Latin in order to take into account some fancied variation from somebody's rule for "normal" word order, or the like. But that, in translation, he should use lucid and idiomatic English which would pass muster as an English composition is certainly not a visionary ideal. This matter deserves more attention and thought than seems yet to have been given it, and I desire here to offer a single suggestion.

The most obvious obstacle in the way of idiomatic translation is, of course, the fact that the student's attention is so centered on the task of extracting the content of the original that it is hard for him to give much attention to the phrasing of his English, unless the translation be written. Hand in hand with this difficulty goes another, namely that a foreign language is apt to be acquired a word at a time. Thus each word of the foreign language is provided with an English mate and the two are pigeon-holed together, each ready for use at the call of the other. In this way *mensa* is filed away with "table," *magnus* with "great," *verus* with "true," etc. Hence it is that the careless student will write *sum iens scribere* ("I am going to write") and *humi quod* ("on the ground that"). And the scholar of a better grade, engrossed with the task of extracting the thought of the original, is far too often content to allow the Latin word to call up its conventional mate, incorporating the latter into his English sentence without careful consideration of its fitness in the given case. For example, take *In Cat. i. 7. 18*:

Quam ob rem discede, atque hunc mihi timorem eripe: si est *verus*, ne opprimar; sin *falsus*, ut tandem aliquando timere desinam.

I fear that many fairly good students would be here content with "true" and "false" as renderings for *verus* and *falsus*, though such a version makes utter nonsense of the passage. But if these render-

ings are questioned, a moment's reflection on the part of the student will bring the correct translation, namely "well-founded" and "groundless."

It may seem a simple thing to stop a scholar and require him to produce a correct translation in a case like this, yet it is a step of the most fundamental importance. For in reaching the correct rendering he is forced to realize more or less clearly the fallibility of one-word-at-a-time translation and he begins more or less consciously to use the method of word-group translation. In other words he begins to see that the exact meaning of a given word can be determined only by taking into account the context in which it stands.¹

Here lies the classical teacher's opportunity to make of the process of translation a splendid instrument for the development of clear thinking and lucid diction on the part of the student. The entering wedge can be driven very easily by beginning with simple two-word groups, such as adjective and noun, adverb and verb, etc. And, if properly presented, I believe that this subject would be taken up with eagerness and even a spirit of rivalry by students who now manifest little interest in the quality of their translations. For example, let the class be on the watch to see how many shades of meaning appear in familiar adjectives according as they are joined with one noun or another. The following cases of the use of *magnus* will illustrate my point:

adsensus magnus	"hearty approval"
certamen magnum	"vigorous contest"
clamor magnus	"loud shouting"
cogitatio magna	"careful consideration"
dolor magnus	"intense pain"
fides magna	"strong confidence"
fructus magnus	"rich return"
imperium magnum	"important command"
merces magna	"high price"
obsequentia magna	"marked deference"
opportunitas magna	"fine opportunity"
periculum magnum	"deadly peril"

¹ In regard to this matter it is a question whether the otherwise excellent plan of systematically memorizing a vocabulary of high-school Latin may not bring with it some corresponding disadvantage.

significatio magna ¹	"clear indication"
silentium magnum	"deep silence"
spes magna	"high hope"
subsidium magnum	"powerful backing"

I would that teachers of classics generally might enter this open door, making of translation a discipline of still greater worth than it now is in many classes.

¹ Cic. *De off.* i. 36. 131.

Note

Contributions in the form of notes or discussions should be sent to John A. Scott, Northwestern University, Evanston, Ill.

ON LUCRETIIUS ii. 160

The line appears in the two Leyden manuscripts *unum in quem coepere locum conexa feruntur*. Lachmann changed to *conixa* and has been followed by all succeeding editors though he adduced no evidence for his emendation, probably as the vulgate had *connixa*. The reading *conexa* should stand.

The manuscripts show ten passages where the verb *conectere* is used, five where the noun *conexus* appears, and none at all where the verb *coniti* is found. The fifteen places mentioned are ii. 160, 251, 268, 478, 522, 700, 712; iii. 687; vi. 1010; i. 633; ii. 726; iii. 557, 740; v. 438. Thus Lachmann's emendation becomes an ἀπαξ λεγόμενον.

In order to uphold this emendation one must consider that the conjunction at of l. 157 contrasts the composition of the *corpuscula vaporis* with that of the *primordia* as the former are *complexa* and the latter are *solida simplicitate*. This interpretation is apparently borne out in 161 ff. as therefore the *primordia debent . . . praecellere mobilitate et multo citius ferri*. Does not this conjunction rather contrast the places of operation of the *corpuscula* and *primordia*? The *vapor non per inane meat vacuum* but the *primordia per inane meant vacuum*. Both the similarity of phrase and the prominent position show that this interpretation is sound, and therefore we may see a comparison between the composition of the *corpuscula* and that of the *primordia* as the former are *complexa* and the latter are *conexa*. Furthermore, the phrase *solida simplicitate* is modified in i. 610 by the words *minimis stipata cohaerent partibus*. If then the *primordia* are composed of parts, as *suis e partibus* of ii. 159 recalls, and the *corpuscula*, which are the parts of the *vapor*, are *complexa*, how can the *primordia* fail to be considered as *conexa* in our passage? The emendation *conixa* weakens the passage by forcing an interpretation which is substantiated neither by the usage of Lucretius nor by his established atomic theory.

F. M. FOSTER

FAIRMOUNT COLLEGE

Reports from the Classical Field

Edited by J. J. SCHLICHER

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Everyone interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind., or (for New England) to Clarence W. Gleason, Volkmann School, 415 W. Newbury Street, Boston, Mass.

AN EXPERIMENT IN CORRELATION

The teachers of the Fort Dodge, Ia., High School have set on foot a somewhat extensive plan of co-operation among each other and with the teachers of the eighth grade. The work in one subject is adapted to that in another as closely as possible, and they are made to support each other wherever this can be done. Miss Kate Healy, one of the teachers of Latin, has kindly sent the following account of the advantages which the department of Latin gives and receives by this arrangement.

The teachers in the eighth grade consult with the Latin teachers in regard to training in English grammar and reading along classical lines. The former read mythological tales to their classes and refer them to the city library for wider reading. Lists of books treating the myths in a simple style have been made out for this purpose by the Latin teachers. Another source of supply that cannot equal the demand is a collection of stories based on myths written by high-school students. One member of the Virgil class is making a booklet of her original productions on the Vestals, Psyche and Cupid, Hyacinthus, Ceres, and Narcissus.

In the first year of the high school, more immediate correlation begins. The English, German, and Latin teachers lay stress upon word-study, showing the classical elements in the two modern languages and strive to instil a feeling for sentence-structure.

At the conferences upon supplementary reading it is planned to require reports on books that may be accepted by more than one department. In the current year a choice is allowed from Macaulay's *Lays of Ancient Rome*, Guerber's *Story of the Greeks* and *Story of the Romans*, Bulwer-Lytton's *The Last Days of Pompeii*, and selections from the *Iliad* and *Odyssey*.

The vocabulary of first-year Latin can be vitalized by correlation with manual training. Models of swords, battle-axes, shields, javelins, a gilded eagle, and a Roman book decorate the Latin rooms. The pupils of the Latin Department bring in news-

paper or magazine clippings and cuts of classical interest for the bulletin boards made by beginners in manual training.

When reading Caesar, the pupils find that the study of Latin syntax, translation into good English, and the analysis of Caesar's paragraphs not only call into play what they have already learned in English, but also help them better to understand their own tongue.

On the other hand, in the study of the biographies of English or American authors, any classical influences that appear are pointed out. In the case of the early American authors, attention is called to the fact that their culture was of English origin and, for that reason, classical in spirit.

The teacher of ancient history dwells upon the wealth of historical knowledge gained by the study of Latin in the original. She also devotes much time and attention to Greek and Roman art. It is a pleasure to note that the other departments are co-operating with the Latin in an endeavor to persuade the graduating class to purchase a section of the Parthenon frieze for the school in place of the time-honored class photographs. With the help of the topical method it is possible to effect concentration as well as correlation. A report on Roman and Gallic envoys and American diplomats will be given by the same boy before the classes in Caesar and in American history.

By this same method a correlation with personal interests is brought about. To the girl who declares a good time to be her delight, the social life of Caesar and his officers has been assigned for study, to the boy fascinated by railroading is given Caesar's means of transportation, and to the one interested in animals, the translation of the chapters on the animals in the Hyrcanian forest enlivened by Eugene Field's humorous interpretation of Caesar's story.

The skill of the second-year manual-training workers is applied to the clearing of difficulties in Caesar. With the actual model of the bridge across the Rhine, the camp, the boat or a drawing of the plan of the engine of war before the eye, the hard places become smooth. A water color showing the scene of the battle of the Nervii explained in Latin and English by the artist meant much to those familiar with Antony's speech.

In the third year of the high school, the study of Cicero and Quintilian by Burke and other modern orators is emphasized when the Speech on Conciliation is read. A summary of Cicero's writings renders it possible to make known that the *pater patriae* was also a book and art collector, a traveler, a wit, a devoted student of Greek, and a connecting link between the Greek philosophers and the Christian Fathers.

The debt of the moderns to Rome for republican and imperial constitutional forms is pointed out in the study of modern, English, and American history.

Finally, when Ovid and Virgil are read, the effort to show their beauties and the universal interest of the *Aeneid* is supported by English literature. The pupils delight in finding the dramatic scenery and characters in the epic, and they see the resemblances between the plot of Pygmalion against Sychaeus and that of Claudius against Hamlet's father, while in the Thracian king's *auri sacra fames* they find a counterpart to Shylock's greed. Again, when the teacher mentioned the influence upon Savonarola of the warning given Aeneas by Polydorus, several pupils were eager to tell what they had read of him in *Romola*.

The classical origins of English literary forms, Seneca's influences upon the drama, and a few more of the innumerable points of contact between the ancient and the modern can be indicated in talks on Latin literature before the fourth-year class. For some years the Latin Society has been a part of the two groups into which the school

is divided for rhetorical work. Its programmes, composed of plays, declamations, papers, and musical numbers of a serious or humorous character, interest the outsider as well as the Latin pupil.

It should be stated that all the foregoing arrangements cannot be carried out every year, nor does the report include a mention of all the means of correlation employed by the Latin department.

The "Respublica Romana" of the Greenville, Ohio, High School

The advanced Latin classes of the high school of Greenville, Ohio, have recently organized a "Respublica Romana," which holds its meetings fortnightly. The Virgil, Cicero, and Caesar classes represent, respectively, the Ordo Senatorius, Equites and Plebs. An early meeting of the club was devoted to a discussion of these three classes of society, and of the Comitia and the civil magistrates of the late Republic. Arrangements were made for a general election at the next meeting, a section of blackboard in the Latin classroom being placed at the disposal of students for the announcement of their candidacy. Appropriate duties in the club were assigned to the officers thus elected. A growing interest is manifested in the organization, centering at present in a debate which is being prepared for the next meeting. Plans for future meetings include a typical senatorial debate, papers on Roman private life, a stereopticon lecture, and a dramatization from Cicero.

A feature of the work which is interesting and profitable is the "Acta Diurna" containing announcements in Latin of club and committee meetings, and other items of interest to the department. These are written or printed on a blackboard in the classroom, and afford good practice in sight-reading.—NELLIE F. WALKER.

More Greek Plays

A performance, overlooked in an earlier number of the *Journal*, of the *Antigone* of Sophocles, in English, was given last commencement by the members of Alpha Phi (girls' chapter) and Peabody Literary Societies of the Peabody College for Teachers, Nashville. The play was given under the direction of Professor E. J. Filbey and Miss Lizzie Bloomstein of the college.

The student members of the Classical Club of Dartmouth College are preparing to present the *Oedipus Tyrannus* in Greek some time in May. Work upon the play is in progress under the supervision of Professor R. W. Husband, and rehearsals have been held for some weeks. Dr. A. H. Licklider, of the English department, is training the chorus, and Professors Lord and Keyes, of the departments of archaeology and art, respectively, have assumed the responsibility for the costumes and the setting of the play. Several other members of the faculty will assist in the accompaniment. The music to be used is that written by Paine for the Harvard production in 1881.

The Meetings at Baltimore

The American Philological Association and the Archaeological Institute of America held their annual meetings this year at Baltimore, from December 28 to 31. It was the fortieth anniversary of the Philological Association, and the

thirtieth of the Institute. There were three joint meetings of the two bodies, and the other meetings were so arranged as to interfere with each other as little as possible. One afternoon was taken for a visit to the Walters Art Gallery, and an evening was devoted to a dinner in commemoration of the anniversaries of the two societies. The president's address, by Professor Gildersleeve, on "Aspects of Philological Work in America," was delivered, as usual, at one of the joint sessions.

A committee was appointed by the Philological Association to invite conference with representatives of other American, British and German associations of kindred character, looking toward the holding at regular intervals of an international meeting. The Archaeological Institute added 5 new societies to its number, which now includes 32. Professor Carter was re-elected director of the school in Rome. The school at Jerusalem has obtained two acres near the city for a building-site, and the School of American Archaeology has taken up its permanent quarters in the old governor's palace at Sante Fé.

Professor Shorey was elected president of the Philological Association, and Professor Kelsey was re-elected president by the Institute. The next meeting is to be at Brown University during the Christmas holidays of 1910. The programme was unusually full, including 93 papers in all, of which 10 were read by title. The following subjects among those discussed have a somewhat wider interest:

- "The Treatment of Time in the *Aeneid*" (DeWitt).
- "The Classical Elements in Sixteenth-Century Latin Lyrics" (Harrington).
- "The Distribution of Roles in the New Menander" (Rees).
- "Quintilian on the Status of the Later Comic Stage" (Basore).
- "The Theological Utility of the Caesar Cult" (Ball).
- "Some Parallels in Tennyson to Classical Writers" (Bushnell).
- "The Theory of Emperor Worship" (Hadzsits).
- "The Roman Fortresses in the Provinces of Syria and Arabia" (Butler).
- "Byzantine Architecture' in France" (Fitzpatrick).
- "Babylonian Bookkeeping" (Clay).
- "The First Steps in the Deification of Julius Caesar" (Dunn).
- "Carl Robert and the Purpose of Pausanias' Description of Greece" (Carroll).
- "Later Literary Tradition of the Stories of Gyges, Told by Herodotus and Plato" (Smith).
- "Conflicting Terminology for Identical Conceptions in the Grammars of the Indo-European Languages" (Hale).
- "The Dramatic Satire among the Romans" (Knapp).
- "Race Mixture in Early Rome" (Husband).
- "The Restrictions on Access to Greek Temples" (Hewett).
- "The House Door in Greek and Roman Religion and Lore" (Ogle).
- "Pompeian Illustrations to Lucretius" (Kelsey).
- "Aristophanes in the Fifteenth Century" (Lockwood).
- "Hercules and Samson" (Rouse).
- "Sources of Gothic Sculpture" (Washburn).
- "Architecture on Attic Vases" (Tarbell).

- "The Alban Villas of Domitian" (Magoffin).
- "The Evolution of the Saturnian Verse" (Fitz Hugh).
- "The Connection of Mirrors with Burial" (Rolfe).
- "Macrobius and the Dusk of the Gods" (Sihler).
- "The *Eclogues* of Baptista Mantuanus" (Mustard).
- "The Representation of Babylonian Gods in Art" (Ward).
- "The Excavations of the School of American Archaeology in 1909" (Hewett).
- "Identification of the Persons Represented upon the Attic Grave Reliefs" (Hastings).

Recent State Meetings

The number of meetings held by classical teachers in the different states is growing from year to year. They are usually held in connection with the State Teachers' Association, and several of them (Nebraska, Iowa, Minnesota, and Wisconsin) have occurred this year in October or November, instead of the holiday vacation, as heretofore. So large a proportion of the classical teachers present are usually members of our own association, that it has been found convenient in several states to set aside a part of next year's programme for their special use.

The programmes of those meetings which have not been published in previous numbers of the *Journal* are given below. Unless otherwise stated, it is to be understood that the meeting was a section of the State Teacher's Association.

Arkansas (Classical and Modern Language Section), Little Rock, December 29

"Some Defects in the Teaching of Latin in the Secondary Schools," J. C. Futrall, University of Arkansas.

"Difficulties to Be Met by the High-School Latin Teacher," Ury McKenzie, State Normal.

"How to Make More General the Teaching of Greek in the High Schools of Arkansas," W. T. Moore, Ouachita College.

"How to Secure Best Results in Teaching Latin Composition," Cheever Hoyt, Little Rock.

"Talk on the Notebook Use of Vocabulary in Modern Language Study in Secondary Schools," Miss Margaret Allen, Little Rock High School.

"What Should be Included in the First Year's German Course?" Miss Fannie A. Baker, Ft. Smith High School.

"High-School Requirements in First-Year French," Miss Lillian J. Laser, Hot Springs.

California, San Francisco, December 30

"The Recompense for the Students' Work in Latin and Greek," J. P. Nourse, Lowell High School, San Francisco.

"An Experiment in Teaching Beginning Latin," H. C. Nutting, University of California.

"Our Duty in the Case of High-School Greek," Walter H. Graves, Oakland High School.

Colorado, Denver, December 29

"Greek Wisdom Applicable Today," "Notes and Suggestions," Arthur H. Harrop, University of Denver; J. H. Hayes, State Normal School.

"The Question of Greek in the High School," H. M. Barrett, Pueblo, and others.

"Second-Year Latin," Ruie A. Connor, Boulder.

Illinois (High-School Conference at the University of Illinois, Classical Section), November 19

"Report of the Committee Appointed at the Last Conference, on First-Year Work in Latin," H. J. Barton.

"The Second Year's Work, Its Aim and Content," W. T. McCoy, Wendell Phillips High School, Chicago

"Latin Entertainments," Miss Frances E. Sabin, Oak Park High School.

"Questions and Discussions."

"The Harvard Presentation of the *Agamemnon*" (illustrated), C. M. Moss.

Indiana, Indianapolis, December 28

"Two Latin Romances," J. F. Gonnely, Newport.

"Greek and Latin as Aids to the Study of English," Senator F. C. Tilden, Greencastle; Discussion, C. C. Coleman, Brazil.

"The Greek and Roman Theater" (illustrated), D. D. Haines, Wabash College.

Maine (Association of Colleagues and Preparatory Schools), Lewiston, October

"The Value of the Classics, from the Superintendent's Point of View," Dennis Bowman, Waterville.

"The Teaching of the Classics," Dr. D. O. S. Lowell, Roxbury Latin School.

Missouri, December 29

"The Training and Equipment of the High-School Teacher of Latin," J. B. Game, Normal, Cape Girardeau.

"The Race Problem in Caesar," Miss Laura E. Yeater, Normal, Warrensburg.

"Acquisition of Power in Classics," M. M. Hart, McKinley High School, St. Louis.

"Roman Comedy," Miss Eva Johnston, University of Missouri, Columbia.

New York (Classical Teachers' Association) Syracuse, December 28

"President's Address," Dean Frank Smalley, Syracuse University.

"The Value of the Classics—An Outsider's View," W. W. Comfort, Cornell University.

A Virgil Symposium, (a) "Virgil—His Land and People," F. A. Gallup, Albany High School; (b) "The Time Element in the *Aeneid*, Books i-vi," Miss Clara B. Knapp, Central High School, Syracuse.

"The Quickening of Latin," H. L. Cleasby, Syracuse University.

"Word-Order and Emphasis in Latin: A Résumé and Chapter in Advance," John Greene, Colgate University.

"The Vitality of Latin" (Public address), Harry Thurston Peck, Columbia University.

Texas

"Defects in Classical Secondary Instruction, and Their Remedy," John E. Pritchett, San Marcos.

"How Much Syntax Is Necessary for a Secondary Course in Latin?" Miss Mattie McLeod, Houston.

"How Much Cicero Should Be in the High-School Course? (a) The Problems a Class Meets in Studying Cicero. (b) How Much Should a Student Know of the Life, Times and Writings of Cicero?" F. G. Jones, McKinney.

"Training Desirable for Secondary Teachers in Latin, and How May We Become Strong Teachers of the Classics?" W. Longino, Huntsville.

Round Table—*Satires* of Horace.

Horace's "Theory of Satire" (*Satires* iv and x, Book I), Edwin W. Fay, Austin.

"The Bore" (*Satire* ix, Book I), J. A. Tolman, Abilene.

"Journey to Brundisium" (*Satire* v, Book I), W. T. Rowland, Fort Worth.

"Will-Hunting" (*Satire* v, Book II), F. A. Hauslein, Denton.

Wisconsin, Milwaukee, November 5

"The Progress of the Association," Wallace Reiss, Milwaukee.

"Our Greater Organization," Miss Charlotte Wood, Whitewater.

"Report of the Committee upon a Traveling Collection of Lantern Slides," George Converse Fiske, Madison.

"How to Make Caesar Interesting," Miss Sarah Bemis, Milton.

"The Teacher's Equipment for Second-Year Latin," W. D. Shanahan, Brooklyn, N. Y., read by J. P. Deane, of Beloit.

"Mythology in Connection with the Teaching of Virgil," Miss Helen FitzGerald, Superior.

Themes for General Discussion: "Practical Methods in Latin Composition;" "Devices for Acquiring a Working Vocabulary;" "Plans for Securing Desirable Recruits from the Eighth Grade."

Miscellaneous

On December 6, the Sodalitas Latina of Hendrix College (Conway, Ark.) had a Roman dinner, to which the invitations were issued and answered in Latin. On arriving each member drew a card with a Latin quotation, which served both for place-card and for tally-card at a game of progressive anagrams with Latin words. The *cena* was preceded by a paper on the Roman wedding, illustrated by two dolls on the table, dressed in Roman fashion as bride and groom. The ancestral silver salt-cellar, the proverbial onion, and the delectable *mulsum* (persimmon beer this time, with honey) also helped to furnish the classical setting. And, finally, toasts were given, among them Trimalchio's well-known "Eheu nos miseros, etc."

At the December Classical Conference at Harvard the following papers were presented: "The Myth of Philoctetes as Treated by Aeschylus, Sophocles and Euripides," Mr. D. N. Robinson; "The Letters of Alciphron," Dr. C. N. Jackson; "The Three-sided Relief in the Boston Museum of Fine Arts" (illustrated), Dr. Arthur Fairbanks, director of the Museum of Fine Arts. At the "paper" meeting of the Classical Club Dr. K. K. Smith discussed "The Excavations at Corinth," and Mr. J. S. Martin spoke on "Modern Metrical Theories."

Appointments and Honors

Professor Edward P. Morris, of Yale, Litt.D. Harvard University, at the inauguration of President Lowell.

Joseph Cullen Messick (A.M. Yale) associate professor of Latin, and acting head of the department in Ohio Wesleyan University, in place of Professor Whitlock, who died in May.

Guy A. Simmons (A.M. Yale) professor of Latin, Hendrix College, appointed librarian to succeed R. B. McSwain, resigned.

In the University of Pennsylvania, Dr. Walton Brooks McDaniel, assistant professor of classical philology, has been promoted to a professorship in Latin; Dr. Roland G. Kent, instructor in Greek and Latin, promoted to an assistant professorship in comparative philology; Dr. George Depue Hadzsits, research fellow in Latin, appointed instructor in Latin.

THE SIXTH ANNUAL MEETING OF THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH

The sixth annual meeting of the Association will be held, in accordance with the vote taken at the New Orleans meeting, with The University of Chicago. Circumstances have arisen in view of which the date originally fixed for this meeting (March 25 and 26) seems to the Executive Committee inadvisable. The meeting has therefore been moved forward into April, or possibly to early May. The definite date, together with the programme, will be announced in the March number of the *Journal*.

Book Reviews

The Syntax of High School Latin. Edited by LEE BYRNE. The University of Chicago Press, 1909. Pp. ix + 54. \$0.83 postpaid.

This little book, which is a companion volume to Lodge's *Vocabulary of High School Latin*, has been produced by the collaboration of fifty teachers of Latin over the country. Its interest and importance lie not merely in what it presents, but in the fact that it is a piece of work undertaken independently by secondary teachers in a field peculiarly their own and for their own purposes. As an evidence of the growing spirit of co-operation and solidarity among the teachers of the high school, every reader of the *Journal* will welcome it.

The book consists of two main parts: first, statistics giving the number of times each construction occurs in the first four books of the *Gallic War*, the orations against Catiline, for Pompey's Command and Archias, and the first six books of the *Aeneid*; second, a suggested distribution of the various constructions that occur as often as five times in one author, or ten times in the three combined, over the four years of the high-school course, on the basis of their frequency of occurrence in the different authors. The rest of the book is incidental to these two divisions. The categories and nomenclature current in the school grammars are generally retained. The infrequency of some constructions has led, rather unwisely, to their combination in the lists. Thus, under the Ablative, Material is listed with Source, Attendant Circumstance with Manner, Accordance with Specification. Under Complementary Infinitive the individual verbs governing the construction are given, but under Substantive Clauses (p. 16), where it would have been equally useful, they are omitted. The arrangement of the verbs (p. 19) is bad, *debeo* occurring twice.

Some interesting facts are brought to light. There are fifty Datives of Purpose in the Caesar, and only five in the Cicero; the Double Accusative with verbs of Asking occurs only once in the Caesar, three times in the Virgil, and not at all in the Cicero; the Ablative of Agent occurs only three times in the Virgil, but two hundred fifteen times in the other two; *antequam* (*priusquam*) is found only once in the Cicero, *quamquam* only once in the Caesar, *consuesco* with the infinitive only in the Caesar; the Ablative of Comparison occurs only eight times in the Caesar and Cicero, and fourteen times in the Virgil, while the Ablative of Means occurs one thousand four hundred seventy-eight times in the three, the Ablative of Manner four hundred thirty-two times, the Ablative of Price six times, etc.

Confining itself as it does to those portions of the authors which have become the well-worn rut of high-school teaching, from which thoughtful secondary

teachers are just now laboring to escape, the book appears at a peculiarly unfortunate time. If it should tend, in any degree, to retard the effort that is being made in this line, it might easily do much harm. It is to be hoped, therefore, that the good work of co-operation will go on, until the whole field of high-school reading shall be included.

J. J. SCHLICHER

Selected Essays of Seneca. With introduction and notes. By ALLAN P. BALL. New York: Macmillan, 1908.

Mr. Ball has done in a very satisfactory way the task which he set out to accomplish—the editing of a group of Seneca's writings, "chosen with a view not primarily to the exemplary display of his philosophy or of his literary style, but rather to his personal connection with the history of his time." The essays selected are *ad Polybium* and *de Clementia* i and ii. The so-called *Apocolocyntosis* is added, and ten of the *Epistulae Morales*. The text used is from the Teubner editions, with changes in some forty places. These changes mostly commend themselves, but it should have been made clear which of them are due to the editor himself.

The prefatory matter to the volume and to the several essays is highly valuable, interesting, and suggestive. It is almost a model of its kind. It is somewhat too condensed, owing doubtless to the prevalent insistence of publishers that text-books be small. Indications of the cutting-down process are visible here and there; but fortunately not with the devitalizing results seen in the curt introductions and jejune notes of too many recent classical editions.

The commentary throughout is excellent, and will be appreciated not only by students but by the much-criticized instructors (may their numbers never grow less!) who are glad, not only to receive new light and inspiration from the books which they recommend for their classes, but to acknowledge their obligations thereto.

As might be expected from Mr. Ball's previous work, the elucidation of the *Apocolocyntosis* is particularly good. He has done wisely in adding this to his selections from Seneca. I do not think, however, that he has sufficiently emphasized the fact that the satire has been generally accepted, to be sure, as written by Seneca, but on the slenderest grounds, and that the internal evidence is almost perfectly conclusive against this theory. It is doubtless convenient to have the production published with Seneca's, exactly as it is convenient to have published in the *corpus Tibullianum* much not written by Tibullus, and as it is convenient to have *Titus Andronicus* and *The Two Noble Kinsmen* added to a set of Shakspeare's plays; yet surely no lover of the high-minded Seneca—a gentleman born—should endure without protest to have him accused of writing this foul and venomous lampoon. Seneca, like other ancient writers sacred and profane, does refer to the vices of his age with a frankness which to modern taste seems brutal; but he is never nasty. The satire in question is the work of a witty but nasty

blackguard. Seneca was as incapable of being thus disgusting as Shakspeare, with all his offenses against recent notions of propriety, was incapable of Ben Jonson's obtrusive and unnecessary nastiness. The editor has previously done a service to scholarship in his labors on this satire, whose importance in literary history is very great, and whose interest in connection with Seneca's times entitles it to publication in this volume of essays; but it should not be assigned to Seneca's ever-decent pen.

From the editor's chosen point of view, then, Seneca has been excellently depicted in this book—so far as we can ever know him. Yet of Seneca the statesman, the Seneca of Nero's Golden Quinquennium, when he with Burrus and Agrippina practically ruled the world, we shall never know very much. Nor will this Seneca ever be of profound interest to many students. We are interested in him not as the would-be trainer and natural victim of the tigress' playful whelp, but as the great philosopher, the noblest product of the noblest school, as the seer gifted with a clearer vision of religious truth than any other of the pagans. We are interested in him as a great soul "naturally Christian," as a truth-seeker, whose openness of mind, broad humanity, tolerance, patience, and sweetness might put to shame most of the most eminent theologians of all ages—save our own. This is the Seneca who is best displayed to us in the *de Providentia*, the *ad Helviam*, and in many of the *Epistulae Morales*. He is the most amiable and admirable of ancient worthies, and the most graceful and brilliant of Latin stylists. For classes who would study this Seneca, a good usable edition of his select essays and letters is still to seek.

CHAS. CHANDLER

Introduction à l'histoire romaine. Par BASILE MODESTOV; traduit par MICHEL DELINES. Paris, 1907.

If Modestov had proved that his book was what he called it—an introduction to Roman history—if he had established a blood-relationship between the prehistoric peoples that he discusses and the Romans, his book would be an indispensable part of every Latinist's equipment. Even now, the book is at least an excellent summary of a mass of strange facts that may legitimately invite the interest and perhaps some day demand the immediate attention of the student of Roman history.

The first chapters are devoted to the peoples who occupied Italy during the Stone Age, inhabitants of caves and numerous villages of dug-outs. In Umbria alone over fifteen thousand objects have been found on the sites of some fifteen villages (Mommson's history asserted that Italy shows no trace of man before the Iron Age!). These peoples practiced inhumation and "were therefore non-Aryan."

At the end of the Stone Age ("about 2,000 B. C.") an Aryan people entered the Po valley through the valley of the Adige. These were a branch of the "Lake-dwellers" of Switzerland. They settled along the shallows of Lago di Garda and

in the marshes of the Po valley, even creating at times a suitable habitation on higher lands by encircling their dwellings with an artificial channel of water. Their houses were straw huts built upon rows of piles driven into the marshy ground. The sites of their villages are the low mounds of the Po valley now so well known as the Terramare. More than a hundred have been excavated, yielding remarkably abundant finds in pottery and bronze ware. The inhabitants were apparently of Aryan stock, cremating their dead and burying the ashes in funeral urns. They were an agricultural people, cultivating wheat, flax, the vine, and the olive, and employing the service of domestic animals. Some of their pottery shows the beginnings of geometrical design. Their life in Italy extended from the end of the Stone Age at least through the Bronze Age.

At the beginning of the Iron Age they seem to disappear. Modestov thinks that they were driven southward by a new mass of Aryan immigrants who established flourishing villages about Bologna and, in fact, all through Etruria. This new people he also describes in full—their more elaborate rites of burial of the ashes in urns, their improved iron weapons, their finely decorated pottery. This second Aryan group, called the Villanova peoples from the modern name of their burial place near Bologna, Modestov identifies with the Umbrians.

Some of the Terramare folk, driven south by the Umbrians, according to Modestov, found their way along the Tiber valley into Latium and there established the stock that later founded Rome. This identity is based mainly upon similarities in the pottery of early Latium and of the Terramare: peculiar crescent-shaped handles, some hut-urns, some unique sacrificial vessels, and the like. It is impossible to reproduce Modestov's arguments here *in extenso*. I can only say that they leave the reader in a Thomassian frame of mind. It is apparent, however, that reasonably convincing evidence may appear at any time. The identification of the Villanova peoples with the Umbrians is much more satisfactorily done, and has decided value for the early history of Italic-tongued peoples, for all that it does not seem to throw direct light upon the Roman question.

In this connection, Professor Hempl's theory that the inscriptions of the Veneti are Italic may prove to be of interest, if it can be established; for "Veneti" are later found in the very places where Modestov traces the Terramare peoples, i. e., (1) about Lake Constance, (2) in the Po valley, though somewhat farther east, and (3) in Latium (cf. Venetulani). When we recall that the name Veneti probably means "the water-peoples" (cf. Skr. *vanam*) we seem to be justified in hoping that the Lake-dwellers of the Po may find their descendants in history.

The last chapter of the book, devoted to the Etruscans, is a lucid discussion of a vexing problem. Modestov's conclusions in this field are remarkably like those of Körte (Pauly-Wissowa), though evidently reached independently.

TENNEY FRANK

Society and Politics in Ancient Rome. By FRANK FROST ABBOTT.
New York: Scribner. 1909. Pp. viii + 268.

It is a long span from Pompeii to these latter days, from the time of the Roman oligarchy to our own everyday politics of the Senate Chamber and the White House. And yet such is the scope of Mr. Abbott's new book. The general theme is, as the title indicates, the social and political conditions in ancient Rome. The subjects of the several essays are, however, treated quite independently one of another.

The papers are introduced to us as essays and sketches, and such they really are. The book is not simply so much interesting information, but it is that plus the author. It is *his* interpretation of men and movements. In this the author's scholarship is so thoroughgoing that he can be relied upon not only for an accurate interpretation of the larger movements, but also for an interpretation of those smaller items, the significance of which to one less informed would remain riddles.

Perhaps I might speak of the volume as scholarship humanized, so warm and life-giving is the author's presentation of the subject-matter. For instance, the very name of Pompeii carries with it an air of unreality and mystery, of beings not quite human, buried long years ago under a flood of lava, giving us a lurking feeling that perhaps like Sodom and Gomorrah of old the destruction was Heaven-wrought. But upon reading Mr. Abbott's chapter on "Municipal Politics in Pompeii" all this atmosphere of unreality is dispelled, and we feel that the ancient Pompeians were men of like passions with ourselves. Again, in the chapter on "Some Spurious Inscriptions and Their Authors," the same skill in vitalization is seen. Such is the choice of inscriptions and the presentation of the matter in this chapter that, though it is perhaps the most technical of the papers, at all events the farthest removed from popular interest, yet after reading it epigraphists as a class do not seem so alien to things human, yielding as they do to temptations, temptations upon which, however, it would be safe to say they have a monopoly.

Another striking characteristic of the book is the author's ability to sketch with a few very significant strokes a whole period of history. In this he seems to me a very Whistler. One of many illustrations of this is to be found in "The Story of Two Oligarchies," a chapter of surpassing interest not only to those specially interested in the struggle between the Roman Senate and the military leaders of the last days of the Republic, but also to those who follow the trend of everyday politics—the struggle that is going on before our own very eyes between the United States Senate and the President.

In reading the volume one cannot but be impressed with the "modernism" of antiquity, with the sameness of human nature in all its essentials throughout all periods of history; and with the similar characteristics of the problems, social and political, of the ancient world and our own. In the chapter to which reference has just been made, the striking similarity between the governmental sys-

tems of Rome and the United States is pointed out; also the play of one party against another in the political arena then just as today. In another chapter, "Women and Public Affairs under the Roman Republic," we discover that the suffragette is no modern invention, and many there are who will take great pride in the antiquity of their cause, more still, I imagine who will find consolation in the fact that the good old Romans had similar troubles. One line of Cato tells a sad, sad story: "As soon as they [the women] have begun to be your equals, they will be your superiors." The author seems to agree in a way with Cato, for we read: "One woman, Cornelia, set the revolution in motion; another, Clodia, brought the movement to a climax." Note, too, the similar characteristics of college students of those days and those of Princeton and Yale today. In speaking of Cicero's son—the subject of the chapter entitled "The Career of a Roman Student"—Mr. Abbott says "the escapades of the young Roman student, his promises of reform, and his pleas for more money, present in outline the true predecessor of the student of today." The chapter is a record of the vicissitudes of an overly anxious father in his efforts to make a student out of this typical young sprig of antiquity. There is a letter there, too, which, I'm sure, will cause all men of academic affiliations to send a throb of sympathy across the centuries to one of their number long since a shade.

In the chapters "Petronius: A Study in Ancient Realism" and "A Roman Puritan," the author has rescued from obscurity Epicurean and Stoic alike. The chapter on Petronius will be of special interest to students of literature. It contains a keen analysis of the ancient and modern novel, and claims for the latter a Roman origin. "A Roman Puritan" is illuminative of a certain type of character strikingly similar, according to the author, to the New England Puritan.

Unless this review is to be published palimpsest fashion I shall have to content myself with the mere titles of the remaining chapters. They deal with "Roman Women in the Trades and Professions," "The Theatre as a Factor in Roman Politics under the Republic," "Petrarch's Letters to Cicero," "Literature and the Common People of Rome," and "The Evolution of the Modern Forms of the Letters of Our Alphabet." In the last chapter mentioned and the concluding one of the series Mr. Abbott applies biological principles to the evolution of the alphabet. The process is an especially interesting one, with wholly satisfactory results. The alphabet, as we have it, is shown to be the result of the working of the scientific law of the variation of species from an original type, and the survival of the fittest of the resultant variations.

The essays and sketches are delightful reading, reminding one of Lamb in their easy-flowing English style. One might suppose they were written for pleasure pure and simple. It is a volume for the general reader and the specialist. Frequent footnotes give the authority upon which conclusions are based. An index, too, is added—a convenience so often omitted in a work of this sort. I know of no book, except perhaps Ferrero's history (which lacks the conciseness of Mr. Abbott's work), in which one may find so clear a comparison or contrast

between the problems of the ancient world and those of today. To me and to many other old students of Mr. Abbott the book has a very special personal interest.

BANKS J. WILDMAN

MIAMI UNIVERSITY

The Athenian Family. A Sociological and Legal Study Based Chiefly on the Works of the Attic Orators. By CHARLES ALBERT SAVAGE. Baltimore: Johns Hopkins Dissertation, 1907. Pp. xiii + 137.

The larger portion of this book, pp. 46-133, is given to an exposition of the Athenian laws regulating marriage, the relations of parents and children, adoption, and inheritance. More general matter, illustrative of the point of view upon which these laws were based, is contained in the introductory chapters, which deal with the influence upon the family of the religious feeling requiring the proper observance of funeral rites, with the attitude of the state toward the family, and with the position of Athenian women.

For a dissertation the subject, as the preface (p. xiii) truly remarks, is "wide in its scope and somewhat general in its character." We cannot, therefore, expect of the writer a solution of any of the complex problems to be found in Athenian marriage and inheritance laws, but should be satisfied to have the material well arranged, and the facts stated with accuracy and clearness. On doubtful points a conservative position is taken, the views expressed by Wyse in *The Speeches of Isaeus* being generally followed.

A few slight inaccuracies may be noted. The fact that Demosthenes' father willed his wife to his nephew should not be cited (p. 48) as an example of the marriage of aunt and nephew, since it is not a case of blood-relationship. The same will is cited (p. 51) to prove that the marriageable age for women was sometimes as low as ten years, a dangerous inference from τὴν δ' ἀδελφὴν δταν ἡλικίαν ἔχῃ, τοῦτο δ' ἐμελλεν εἰς ἔτος δέκατον γενήσασθαι (Dem. 29. 43). The Greek is a better support for the more probable limit of fourteen years, since the girl was five years old when her father died. It is somewhat incorrect to say (p. 46) that every Athenian was forbidden by law to marry a foreigner "under pain of the severest penalties," when the severest penalty is inflicted not upon the citizen but upon the foreigner ([Dem.] 59. 16). Should a proof of the "legal incapacity of Athenian women" be found in the law which set aside the will of a man who was "under the influence of a woman" ("and especially such a woman" [Dem.] 48. 56)?

Mr. Savage is easily shocked. He finds it "astonishing" and "amazing" that Socrates should hold a conversation with Theodota and Plato advocate communal marriage. One wonders, too, at times whether he is entirely ignorant of the prevalence of the marriage of convenience in many countries at the present day.

A. G. L.

Essays on Greek Literature. By ROBERT YELVERTON TYRRELL, formerly Regius Professor of Greek in the University of Dublin. London: Macmillan, 1909. Pp. xi + 202. \$1.25 net.

This volume by the well-known editor of Cicero's correspondence contains five essays, four of which are reprinted from the *Quarterly Review* and one from the *International Quarterly*. The earliest appeared over twenty years ago, and the latest is over five years old. They are given in their early form without any "thought of endeavoring to bring the studies more up to date."

The first essay on "Pindar" is largely taken up with a discussion of the structure of the Odes as set forth by Mezger, which the author defends. He laments the fact that not infrequently words and phrases of an ancient language coincide with some modern vulgarism and so take on a grotesque association. As an instance he cites (p. 34) the Pindaric phrase "it was envy that wrapt him round his brand" (*Nem.* 8, 23) to which "clings a reminiscence of the American 'humoristic' expression, according to which a man 'puts himself outside' that which he eats or drinks."

The second essay deals with "Sophocles" and in many ways is the most interesting of the collection. It was originally a review of the Theban plays as edited by Jebb, and a just tribute is paid to the labors of that great scholar. English, and especially American, scholars are censured for slavishly following the results of German criticism, and the author is tempted to make an addition to the Decalogue "for the guidance of our rising scholars: thou shalt not covet the German's knife, nor his readings, nor his metres, nor his sense, nor his taste, nor anything that is his" (p. 52).

The essay entitled "The New Papyri," after a very brief mention of other recent valuable finds, is devoted to combating the genuineness of the Athenian Constitution, usually assigned to Aristotle.

Next we have a sympathetic treatment of "Bacchylides." In connection with a discussion of his language it is pointed out that this poet uses about a score of words which scholars have been accustomed to regard as post-classical. From this we can infer that later authors were not too prone to coin new words, but often drew upon earlier writers whose works are now lost.

The volume closes with an interesting essay on "Plutarch." To show how widespread is the name of this Greek, although the cause of his fame may be occasionally forgotten, the author cites the following discourse overheard in Ireland: "And would they take the poor boy's life for the like o' that?" "Bedad they would, if he had as many lives as Plutarch."

Emphasis is laid upon the high character of Plutarch as a man as well as his qualities as a great writer. Shakspeare's indebtedness to him, through North, is taken up at some length.

This volume will at once invite comparison with the other volumes of this series, especially those by Professor Butcher; and it must be confessed that it falls far short of the latter in brilliancy and sustained interest. It also falls

below the author's volume on *Latin Poetry*. But the book is attractive as a whole, and we are grateful for having these fugitive essays brought together in such accessible form.

G. C. SCOGGIN

UNIVERSITY OF MISSOURI

What Have the Greeks Done for Modern Civilization. By J. P. MAHAFFY. New York and London: G. P. Putnam's Sons, 1909. Pp. ix + 263.

It will interest readers of this *Journal* to find the author in his preface pleading for a reform in the methods of teaching Greek and for a renewal of interest in Greek studies. The book itself, however, is reasonably free from prejudice, and those who are pursuing that will-o'-the-wisp, "educational values," may rightly seek in this volume material for a contention that Greek is indispensable in the curriculum of the school and of the college. The chapters are the fruit of a long and varied experience: few others even among his countrymen could handle the theme with such easy control of the various phases of Greek culture—literature, art, science, politics, philosophy—or present it so admirably to a general audience in conversational style with generalizations that are rarely hasty, with platitudes that are delightfully infrequent and seldom dull.

Any reader will be stimulated to question occasionally Mr. Mahaffy's dicta. One may doubt, unless there is positive proof, whether the opening scene of Goethe's *Faust* was inspired by Medea's rejection of the poison in Apollonius' epic; it would be difficult to prove that Theocritus first put into artistic form the rude songs of the country folk; the author's heresies regarding Pindar, Thucydides, Menander, Aristotle's *Poetics* are in the main familiar to readers of his earlier books, and may often win approval, but may not the devoted wife of Menander's *Ἐπιτρέποντες*, in spite of her earlier frailty, redeem the age from some of Mr. Mahaffy's slurs? And may not the psychological and dramatic possibilities of the same play lead to a somewhat higher estimate of Menander's genius? In any case, to set over against the New Comedy, as a direct antithesis in respect of moral purity, the Greek prose romances, seems to us ill considered.

Usually, however, the author's originality and sturdy independence are wholesome, and excite profitable reflection rather than antagonism. We like his rejection of the theory that, because the Greek had not the spiritual experience of the later Christian, Greek art does not express violent emotion. We find it interesting to consider the contention that the physical characteristics of Greece had little to do with the achievements of the people, but that the establishment of their home "on the confines of two diverse civilizations" meant everything to a race "whose originality lay in assimilation and reproduction." In general, the author of these Lowell Institute Lectures seems to have adapted the results of his own studies most successfully to the needs of his audience, much as that audience must have demurred to the patronizing recognition by the lecturer of their intelligence.

HENRY W. PRESCOTT

THE UNIVERSITY OF CHICAGO

The Roman Assemblies from Their Origin to the End of the Republic.

By GEORGE WILLIS BOTSFORD. New York: Macmillan, 1909.

Pp. x+521. \$4 net.

It has been a source of wonderment to visiting scholars from Germany that in this country so little serious attention has been paid to the study and investigation of ancient history. Professors of modern history, and their laudable works, we have been able to present to the notice of our guests in abundance, but professors of ancient history have been far to seek, even in our best-equipped universities. Most of the studies in ancient history which really deserved attention have been published by men whose titular rank, and much of whose academic work, was in the broad field of classical philology. It is to be hoped that our classical philologists will not cease to be students of ancient history, and now and then to have a word to say about its problems. But our dearth of actual and titular specialists in that department has been a lamentable thing. There are frequent and welcome signs that this dearth is not to be perpetual, and the publication of Professor Botsford's study of the Roman assemblies is a very vigorous indication of the new life, which even the pages of a journal devoted to the interests of the classics in secondary schools should greet with acclaim. A critical discussion of its argumentative features, which richly deserve discussion, and will be sure to provoke it, must properly be left to more technical publications. The author's views on certain of the topics, on which he does not hesitate to controvert (successfully, as it appears to us) opinions stoutly advanced by great names in the ancient field, have been already presented by him in separate articles, and more briefly in his manuals of the general history of Rome. His constructive chronological review of comitial legislation is of the highest interest as well as importance, and much of it might command the attention of even an elementary student, and help him to see that the history of a people is much more than a story of its wars or even of its trade. It is needless to say that every teacher of ancient history, even in secondary schools, should read and digest Professor Botsford's book, and it should not fail to find a place on the reference-shelf of the school library alongside Mr. Greenidge's work on Roman Public Life. Just to indicate that the reviewer has taken his own advice, and read the book with attention, he ventures to suggest that though the case of Octavian is "the only well-known case" of testamentary adoption within the period covered by the book, the reader might have been guarded against possible misapprehension if he had been told (p. 161) that numerous instances (apparently for the most part *hereditatis causa*) are known from imperial times, though juristic details are singularly lacking. On the other hand it would also have been well in the same connection to remark that while we are comparatively well informed concerning the legal conditions of *adrogatio* by a living *pater familias*, the case of Clodius is our one actual instance of reference. Dolabella's case, to be sure, was similar, but only the bare fact is known; nor do other examples equip us with any further information concerning details of procedure. Also the remark in note 6 on page 246 might have been more precisely

phrased. The penalty for false witness through which conviction was secured was the same as that affixed to the offense falsely charged; but that is not precisely the same thing as saying that "Roman law regarded false testimony in capital cases as murder," nor is it sufficient reason for saying that "hence the prosecution of Minucius might legally have come before the quaestors."

E. T. M.

A GROUP OF RECENT LATIN TEXTS

In these days, when the oft-repeated prayer of teachers in secondary schools bids fair to be answered, by some relaxation in the stiffness of the canon of authors required for admission to college, it is not out of place for a journal like this to call attention to the publication of new editions of texts, even if they are not primarily prepared for school readings in America.

Some of the best parts of the Roman lyrists and elegiasts are not above the understanding of pupils in their fourth year of the study of Latin. Biese's *Römische Elegiker* (2d ed., Leipzig, Freytag, 1907) furnishes an excellent selection from Catullus, Tibullus, Propertius, and Ovid in convenient and cheap form, and his notes may be taken as a model by those who find the chief merit of notes in their brevity. Curtius Rufus is another author whose work might well be drawn upon for school reading: Alexander the Great is sure to be an interesting figure to students of all ages. The text by Hedicke has now reached a second edition (Leipzig, Teubner, 1908, ed. mai., M. 3. 60). The *editio minor* omits the *apparatus criticus*, and is cheaper (M. 1. 20). Teachers will welcome the edition of the same author with notes by Theodor Vogel, the second part of which, covering Books vi-x, under the revising hand of Alfred Weinhold, has reached its third edition (Leipzig, Teubner).

Livy, too, may in the golden days to come find some place in the curriculum of the preparatory school in this country as it long ago found it in England. New editions of the text are constantly appearing. On the desk of this *Journal* lie the revision by Wilhelm Heraeus of the Weissenborn text of Livy, Books xxxix and xl (Leipzig, Teubner, 1908. M. 0.85), while in the well-known series of excellently edited and printed texts from the combined houses of Freytag and Tempsky, in Leipzig and Vienna respectively, appear new editions of Books i, ii, xxi, xxii (with interesting selections from other books), edited by Zingerle-Scheindler, and of Books xxi, xxii, xxiii, xxiv, and xxx by Zingerle-Albrecht. In this same series the *Histories and Minor Works of Tacitus* by Johann Müller has reached a second edition. These books of the Freytag-Tempsky series are all without notes, but have on occasion maps, indices, and now and then an *excursus*. Moreover, they are moderate in price, costing (bound) M. 2, or less.

In the Teubner series of texts with notes (German) the justly prized edition of the *Annals of Tacitus* by A. Draeger is being issued in its seventh edition under the editorial care of Wilhelm Heraeus. The first part, containing Annals i-ii,

costs M. 1.50, and is sold by Lemcke and Buechner, 11 East Seventeenth St., New York City.

Lovers of Cicero will welcome the completion of their collections of texts of that author by the little *brochure* containing his *De virtutibus libri fragmenta*, edited by Hermann Knoellinger (Leipzig, Teubner, 1908. M. 2).

The first fascicle of the stately critical edition of Cicero's *Paradoxa*, *Academicorum reliquiae cum Lucullo*, *Timaeus*, *De natura deorum*, *De divinatione*, and *De jato* by Otto Plasberg (Leipzig, Teubner, 1908. fasc. 1, M. 8) will be the least interesting to the general reader, as it extends only through the *Timaeus*. The work will apparently be the great critical text of the essays embraced in it.

E. T. M.

Aristotelis Politica. Post FR. SUSEMIHLIUM recognovit OTTO IMMISCH. Lipsiae: Teubner, 1909. Pp. xxxix + 353. Geh. M. 3.

Immisch's *Politica* is a complete recension of the text of Susemihl's fourth stereotyped edition (1894). Students whose patience has been tried by the arrangement of the last five books in the editions of Schneider, Bekker, Newman, and Susemihl, will be grateful to Immisch for retaining the traditional order. It was known to Segni in the sixteenth century, and has been universally accepted since Spengel, that this order lacks sequence; that Book 7 follows Book 3; but it is questionable whether any attempt to conserve sequence in a work left manifestly incomplete by the author, is worth making. Theoretically, therefore, Susemihl's order, in the second and later editions, of A, B, Γ, H, Θ, Δ, Z, E is doubtless correct. Immisch concurs in Susemihl's logic, but refuses to be bound by it. He goes farther than Susemihl in bracketing the closing sentence of Γ, which recent editors have made the opening sentence of H. Perhaps the errant ἀνάγκη δὲ κ. τ. λ. should have been relegated to the critical appendix. The *Politica*, notwithstanding its importance as a supplement to the *Ethica*, and as a compendium of Greek political experience, has never been much read. Immisch has rightly, therefore, sacrificed the satisfaction of the lone reader who may wish to finish the book at a sitting, to the convenience of the many who find in the *Politica* an indispensable book of reference.

Immisch further differs from Susemihl in placing greater credence in Π³, although he concurs, of course, in the value of V^m, H^a, and Π¹. To H^a he assigns an intermediate place between Π¹ and Π², and holds that its scholia, originally due to the commentary of Michaelis Ephesios in the eleventh century, prove its kinship to the family in question. While he is not a worshiper of the *sacrae membranae*, he is sparing of conjecture, and the result is a text which is admirable for sanity and syntax. In Δ, he brackets 1289 b. 27-1291 b. 13, with Susemihl, against Newman, but assigns no reason. The defect in the two chapters, as Newman pointed out, is that they contain no pertinent answer to the implied question

of 1289 b. 12-14 and 1289 a. 7-11, and 20 ff.; and that they present mutually inconsistent accounts of the parts of the state. Newman's argument for their retention is a credible one. Immisch has cast overboard a large part of the older critical baggage, and in its stead has given valuable references to the citation and *Fortleben* of the *Politica*.

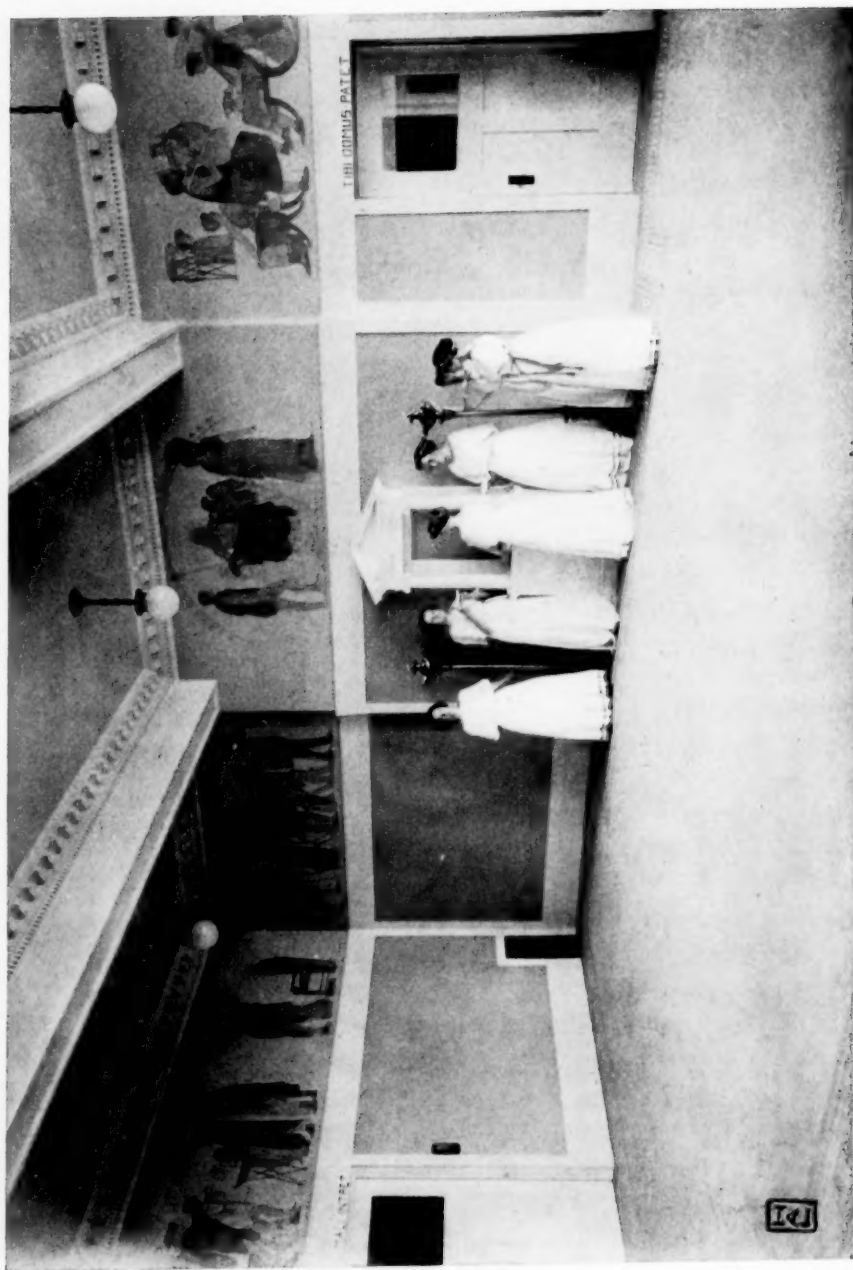
J. G. WINTER

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Das Fortleben der horazischen Lyrik seit der Renaissance. By
EDUARD STEMPLINGER. Leipzig: Teubner, 1906. M. 8.

The author has been previously known by a considerable number of studies of the influence of Horace on individual writers. He now essays to knit these and other works together into a continuous web. The treatise is divided into two parts, one general and the other specific. In the former, following an imposing and useful bibliography, are contained chapters on Horace in world-literature, in romance and drama, in parody and travesty (a richer field than might have been supposed), and in translations, on settings of the Horatian odes to music, and on Horatian themes in art, especially engraving and painting. In the latter part, the *Odes* and *Epodes* are taken up individually in order, with a brief bibliography of the translations of each, and a readable sketch, with numerous quotations, of the mode of treatment of the prototype in the hands of the more prominent authors who have touched upon it. German and French literature are abundantly drawn upon, Italian and English to a much less degree. Pope, for example, is mentioned in the bibliography, but what is perhaps the best-known and most classically perfect of his echoes of Horace ("Happy the man whose wish and care") is not mentioned in the article on the second Epode. Herrick does not even find a place in the bibliography! Can it be that Mr. Stemplinger is unacquainted with that delightful quintessence of the classic nectar? Nor is any trace of the work of the charming modern writers of society-verse to be found in this volume. Evidently a treatise on Horace in England is yet to be written. Inferences from resemblance are sometimes pushed too far by Mr. Stemplinger, according to the common fault of searchers for such things. The allusion of Schiller's Wallenstein to death as a long sleep, for example, might just as well be due to Moschus (3. III, μακρὸν ὕπνον) as to Horace (*Carm.* iii. 11. 38, *longus somnus*), and might just as well be due to neither. Could not even a Schiller think of death as a sleep without owing the idea to the direct influence of some specific ancient? But on the whole we may well be heartily thankful for what Mr. Stemplinger has given us, especially from the two great continental literatures. School teachers will find his book useful in their work, let us hope, for the many musical settings of *Odes* and *Epodes*—sometimes half-a-dozen for a single ode—of which he prints the score in full.

E. T. M.



CLASSICAL ROOM IN THE OAK PARK AND RIVER FOREST TOWNSHIP HIGH SCHOOL